



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 303272

DfES Number: 535033

INSPECTION DETAILS

Inspection Date	07/10/2003
Inspector Name	Yvonne Victoria Facey

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Swallownest Pre School
Setting Address	Horsa Huts Rotherham Road, Swallownest Sheffield South Yorkshire S26 4UR

REGISTERED PROVIDER DETAILS

Name	The Committee of Swallownest Pre School 535033
------	--

ORGANISATION DETAILS

Name	Swallownest Pre School
Address	Horsa Huts Rotherham Road, Swallownest Sheffield South Yorkshire S26 4UR

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Swallownest Pre-school is open to all children living in and around the areas surrounding Aston- cum- Aughton in Rotherham. The pre-school sessions are held in the Horsa Huts at Swallownest.

The Pre-school is registered to offer sessional day care to 24 children aged 2 years - 5 years. The group currently operates Monday to Friday 9.15am - 3.15pm term time only.

There are currently 46 children on roll, 36 of which are funded 3 year olds. There are no funded 4 year olds currently attending. There are 0 children with special educational needs and 0 children who speak English as an additional language.

There are eight staff that work with the children, two have early years qualifications and five are currently on training programs

They work closely with development workers and support teachers from the Early Years Development and Child care partnership.

How good is the Day Care?

Swallownest Pre - school provides satisfactory care for children. The Pre - School is reviewing its assessment and planning systems that is needed to plan effectively for children's individual needs and extend children's learning, particular more able children.

Staff create a stimulating environment in which all children have access to appropriate activities and resources, which provide experiences in all areas of learning. Children are care for in a safe environment. There are policies and procedures are in place.

Children are familiar with the daily routines, and are confident and secure. Staff provide positive role models, encouraging children and using praise. Children are well behaved and form good relationships with staff and their peers.

The group work in partnership with parents throughout the group and are part of the management committee. All parents are informed about policies and procedures.

What has improved since the last inspection?

updated some policies i.e. included confidentiality, missing children/not collected/
risk assessments now completed

has reviewed resources for equal opportunities

policies are now more easily accessible to parents i.e. on notice board.

What is being done well?

- - Staff praise and encourage children in daily activities making them more confident
- - policies within the centre regarding children's safety and welfare are well considered and understood by staff.
- - staff give high priority to safety both inside the nursery and outdoors. Staff raise children's awareness of risks within the environment.
- - children have access to resources and activities which provide experiences in all areas of learning; children's independence is encouraged.
- - interactions with children are warm and sensitive, encouraging high self esteem and confidence; they consistently model good behaviour and respect for others.
- - parents are informed about and involved in their child's experiences at nursery.

What needs to be improved?

- Times of arrivals and departures of staff, visitors and children
- review child protection procedures and gain a copy of ACPC procedures
- review planning , assessment and recording
- kitchen area to be maintained

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
13	ensure that the child protection procedure for the pre school complies with local Area Child Protection Committee (ACPC) procedures	31/01/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
4	ensure that the kitchen is maintained at an adequate level of cleanliness
14	ensure that children, visitors and staff's arrival and departure times are recorded

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Swallownest Pre -school is a provision that is providing generally good care for children in a welcoming environment, where children are confident and motivated to learn. Children are making generally good progress towards the early learning goals. Children are making generally good progress in Communication, Language and Literacy, Knowledge and Understanding of the World, Physical, Creative, and Mathematics. Personal, Social and Emotional Development is very good.

Teaching is generally good with some very good aspects, particularly management of behaviour. Staff have some knowledge of the foundation stage, and curriculum planning covers all learning areas. Staff need to review how they observe children and how this is used to inform assessment of progress for individual children. This information would enable staff to effectively plan activities particularly for more able children. More creative use could also be made of everyday routines, story, group and snack times, to extend learning opportunities and promote greater challenge. Staff interact well with children to foster self esteem and children behave very well.

Leadership and management are satisfactory. There is a commitment to ongoing staff development, and opportunity to share, evaluate and improve practice. An action plan is being put in place to look at staff needs to enable them to complete task such as all staff involved in planning.

Partnership with parents is good. Parents are well informed. There is a key worker system that parents are aware of and use this to share information about their children.

What is being done well?

- staff work effectively as a team and are able to access appropriate training opportunities.
- Children are confident and secure; they are motivated to explore, question and learn.
- Children's behaviour is very good.
- Staff provide good role models , encouraging children to respect and care for each other.
- Good relationships with parents

What needs to be improved?

- the way assessments and observations of children's progress are used to inform how staff plan for children's individual needs to create greater challenge for children, and extend learning opportunities.

- All staff involvement in planning/ assessment and to improve staffs understanding of early learning goals to enable them to extend more able children's learning.

What has improved since the last inspection?

- group have established a comfortable book corner for children.
- training programme that includes early learning goals and planning.
- a SENCO worker for children with special educational needs.
- begun to input a planning/assessment system that they agree is in the early stages.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress is very good. They concentrate well, enjoy new experiences and are motivated to learn; they explore the whole nursery environment with confidence. They relate well to each other, have awareness of their own needs and the needs of others, and develop high self esteem. Behaviour is very good; children take turns, negotiate and share. They show good levels of personal independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress is generally good. They share experiences, using language to describe, pretend and ask questions. They are attentive listeners. Children handle books carefully, and enjoy stories. They learn to recognise their own name although writing for different purposes is limited and little opportunity to link sounds and letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress is generally good. Children count objects using number names accurately, and are learning to group objects. More able children need more opportunity within daily routines to develop their understanding and vocabulary of addition and subtraction, comparing size and quantity, and to solve simple problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress is generally good; they show curiosity and interest. They construct models from different materials, and enjoy using the computer. Children talk confidently about their own experiences and about their family.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress is generally good. They move confidently, negotiating space well, both indoors and out. They are encouraged to be active, to experiment with movement, balancing, jumping, pedalling. They learn about the importance of good hygiene. They use scissors, mark making, large and small construction with increasing skill and control.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children's progress is generally good. They explore paints, experiment with textures, and make pictures using their own ideas. They are creative in designing their own models using different resources. Many children enjoy imaginative role play based on their own experiences.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Evaluate and review the way assessments of children's progress are used to inform how staff give children the opportunity to create greater challenge and extend learning opportunities in most areas.
- Review planning system to involve all staff giving time and space to plan for children's individual needs.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.